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ABSTRACT

The Arlington Education and Employment Program (REEP) developed and field-tested the REEP Family Literacy Curriculum during the REEP Family English and Learning Project. The project was intended to help parents improve their English language skills and increase their involvement with their children's schooling. The curriculum was developed to assist in meeting this goal. Each level consists of guidelines for developmental reading and writing, guidelines for needs assessment, learning objectives, functions and sample language, resources, and integration. The curriculum addresses personal identification, understanding the child's school, family literacy, and parents as teachers. It is a competency-based curriculum, and expected performance is clearly stated in the learning objectives. The fluency and proficiency with which learners are able to use language should be measured using the REEP Instructional Levels and Mainstream English Language Training levels. (Adjunct ERIC Clearinghouse for ESL Literacy Education.) (SM)

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ED 472 796

# The Reep Family Literacy Curriculum:

# Beginning
# Intermediate
# Advanced

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**The Arlington Education and Employment Program**
**Arlington Public Schools, Virginia**

**1999**

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# Introduction

The Arlington Education and Employment Program (REEP) developed and field-tested the REEP Family Literacy Curriculum during the REEP Family English and Learning Project. The project was funded under a grant by the Virginia Department of Education. The goal of the grant-funded project was to assist parents in improving their English language skills and increasing their involvement with their child's schooling. The REEP Family Literacy Curriculum was developed to assist in meeting this goal. The curriculum is closely tied to the REEP Curriculum.

The REEP Family Literacy Curriculum consists of 3 levels of instruction of: Beginning, Intermediate, and Advanced. It may be used as a 20+ hour stand alone family literacy curriculum or it may be used as a unit of study that students may select in a more general ESL program.

**Each level consists of:**

- ✓ **Guidelines for Developmental Reading and Writing (Referenced to The REEP Curriculum: A Learner Centered ESL Curriculum for Adults, Third Edition)**
- ✓ **Guidelines for Needs Assessment (Referenced to The REEP Curriculum: A Learner Centered ESL Curriculum for Adults, Third Edition)**[1]
- ✓ **Learning Objectives**
- ✓ **Functions and Sample Language**
- ✓ **Resources**
- ✓ **Integration**

**Evaluation:** This is a competency-based curriculum and expected performance is clearly stated in the learning objectives. The fluency and proficiency with which the learners are able to use language should be measured using the REEP Instructional Levels and Mainstream English Language Training (MELT) Levels. Please note that most family literacy programs will be non-intensive, i.e., provide only 2-4 hours per week of language instruction. Therefore, gains in proficiency levels will be extremely slow, but progress in developing language skills will be clearly evident.

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[1] To access information about Needs Assessment follow:
**INSTRUCTIONS FOR ACCESSING REEP ON-LINE CURRICULUM**
Go to http://blackboard.arlington.k12.va.us
· From the Blackboard main page, Click on Course Catalog. This will take you to the Login Page. Do NOT log in. Click on Preview.
· On the next screen, click on REEP.
· On the next screen, click on the course you want to preview:
EL/Civics Getting Started Curriculum Preview
To get to the Learner Needs Assessment, go to any Getting Started Unit and click on Learner Needs Assessment
**If you are using Netscape and are having trouble, try using Internet Explorer instead.**



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## FAMILY LITERACY: BEGINNING LEVEL

**Developmental Reading:** See end of levels 100-150 in REEP Curriculum for objectives. Contemporary Stories for Parents A Reading Together.

**Developmental Writing:** See end of levels 100-150 in REEP Curriculum for objectives.

**Unit Needs Assessment:** See REEP Curriculum needs assessment appendix for details.

### PERSONAL IDENTIFICATION

| Objectives | Functions and Sample Language | Resources | Integration |
|---|---|---|---|
| 1. State personal information about child, including full name, spelling of name, age, and birth date. | Report info: self/other:<br>My daughter's name is Lei Hui.<br>Lei is six years old.<br>She was born October 12, 1992. | PEP curriculum p. 141<br>Lifelines 1 Unit 6, pp 22-25<br>Oxford Picture Dictionary, p14 | Enabling Skills: say numbers, alphabet<br><br>Structures:<br>Simple present<br>Possessive nouns<br>Subject pronouns<br>Possessive pronouns<br>Getting Started Unit |
| 2. Complete a simplified data form, about child, including above. | | PEP curriculum p. 141<br>Navigator 1 p. 145<br>Oxford Picture Dictionary, 1998, p4<br>(See Getting Started Resources in REEP Curriculum) | Enabling Skills: letters, numbers<br><br>Work: application<br>Health: health forms<br>Consumerism: envelope |
| 3. Describe child, including height, weight, hair color, color of eyes and clothing. | Report Info: other<br>Lei has black hair.<br>She is four foot two.<br>She has brown eyes.<br>She is wearing a red shirt and blue pants.<br>She weighs 75 pounds. | Oxford Picture Dictionary, 1998 p 22,23 | Enabling Skills:<br>Simple present<br>Subject pronouns<br>Present Progressive |

### UNDERSTANDING CHILD'S SCHOOL

| Objectives | Functions and Sample Language | Resources | Integration |
|---|---|---|---|
| 4. State basic school information, including school name and address, grade of child, name of child's teacher. | Report info: school/others:<br>Lei is in the 6th grade.<br>Lei goes to Barrett Elementary.<br>Barrett's address is _____.<br>Lei's teacher is Ms. Applegate. | Lifelines 1 Unit 6, pp 22-25<br>Survival English Bk 2, pp 12-14<br>PEP curriculum pp 140, 59 | Structures:<br>Simple present<br>Possessive |

### FAMILY LITERACY: BEGINNING LEVEL

| Objectives | Functions and Sample Language | Resources | Integration |
|---|---|---|---|
| 5. State basic school rules, including attendance. | Advise/instruct someone to do something:<br>Don't chew gum.<br>Class starts at 8am.<br>Don't miss more than ____ days of school. | PEP curriculum pp 121-126<br>School orientation info<br>Classroom Rule Sheet (homework) | Structures:<br>Imperatives<br>Simple present<br>Negatives<br><br>Getting Started Unit:<br>Class Rules |

| | | | |
|---|---|---|---|
| 6. Given visuals, identify school subjects and child's likes/dislikes. | Express likes/dislikes:<br>Lei likes math.<br>Lei doesn't like art. | Getting Together pp 144-145<br>Oxford Beginner's Dictionary | Structures:<br>Simple present<br>Negatives |
| 7. Ask and answer questions about child's school schedule. | Seek/Report info: chronological:<br>Lei has recess at 2:00.<br>Lei has lunch at 12:00.<br>When does she have art?<br>When does she have science? | Survival English Bk. 2 pp. 16-17<br>PEP 80-89, 106 | Enabling skills: say numbers<br><br>Structures:<br>Simple present<br>Prepositions: time<br>Subject pronouns<br>Wh-Questions: What, When |
| 8. Given visuals of school personnel, identify job title and responsibilities. | Report info: descriptive<br>Mr. Johnson is a janitor.<br>Mr. Farmer is a teacher.<br>What does he do?<br>He teaches math and science. | School Job Sheets<br>Oxford Picture Dictionary for Kids p22-23<br>Barrett School Scavenger Hunt<br>Oxford Picture Dictionary 1998, p5<br>Real-Life English 1 pp 35-36<br>PEP pp 71-80 | Structures:<br>Simple present<br>Wh- questions: Who What |
| 9. Given a grade appropriate report card, identify areas of success and areas for improvement. | Seek info: qualitative<br>Maria is doing well in _____.<br>Maria needs help with _____. | Example Report Card<br>Survival English Bk 2 pp 17-19<br>PEP curriculum pp 185-196 | Structures:<br>Simple present<br>Present continuous |
| 10. Given a parent-teacher conference, ask and answer questions about child's performance. | Seek/report info: condition<br>How is Lei doing in math?<br>Is Lei polite?<br>Yes, I help Lei with her homework. | Parent-Teacher Conference Dialogue<br>Parent-Teacher Conference Agenda<br>Navigator 2, Unit 10 p 138<br>PEP p. 143-172<br>Hola p. 21 | Structures:<br>Simple present<br>Present continuous<br>WH- Questions: Why How<br>Yes/No Questions |
| 11.Given a school calendar, identify key dates, including family activities, school closing, report cards, etc. | Seek/report info: descriptive<br>On April 3rd, there is a parent-teacher conference.<br>There is no school on _____. | School calendars, school orientation info<br>PEP curriculum p 61<br>Oxford Picture Dictionary, 1998 p. 18-19 | Structures:<br>Simple present<br>Future<br>Prepositions of time<br>Calendar Related<br>Obj's in REEP Curric. |

**FAMILY LITERACY: BEGINNING LEVEL**

| Objectives | Functions and Sample Language | Resources | Integration |
|---|---|---|---|
| 12. Read and respond to written notices from school. | Report info: descriptive, condition<br>There will be a field trip Friday.<br>Fred bit a child.<br><br>Express opinion/preference:<br>Maria can go on the field trip. | Survival English Bk, 2 pp 23-36<br>Behavior Improvement Plans (Barrett School)<br>Sample letters from school<br>Hola p 55 | Structures:<br>Simple present<br>Future<br>Prepositions of time<br>Modal: can<br>Simple past |
| 13. Notify the school about a child's absence/lateness and state reason. | Report info: descriptive<br>Maria is sick today.<br>Maria will go to the dentist today.<br>Maria can't come to school today.<br>Maria will be late today because she has to go to the doctor. | Navigator 2 Unit 10 pp 136-137<br>Survival English Bk 2, p 15, 20-22<br>Real-Life English 1 pp 31, 37<br>PEP curriculum pp 127-129<br>Dialogue: Reporting an | Structures:<br>Simple present<br>Future<br>Negative<br><br>Work: Calling in sick<br>Health: Making an |

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|---|---|---|---|
| | | Absence<br>(Calling Work to Report an Absence)<br>Oxford Picture Dictionary, 1998 p. 78-79<br>(Health Resources in REEP Curriculum) | Appointment |
| 14. Given a phone call from school regarding illness or injury, determine basic response. | Report/Seek info: descriptive<br>Is Lei okay?<br>I will come to the school. | (Expressways 1 p. 138)<br>PEP curriculum p. 131 | Structures:<br>Simple present<br>Future |
| **PARENTS AS TEACHERS** | | | |
| **Objectives** | **Functions and Sample Language** | **Resources** | **Integration** |
| 15. Demonstrate age-appropriate techniques for reading to/with children. | Report info: descriptive, self<br>I read with my child.<br>We look at the pictures together.<br>We talk about the book. | Reading Tips<br>Reading TO/With Children Lesson Plan<br>Handbook for the Video AReading with Your Child (Pair-It Books) | Enabling Skills: vocabulary<br><br>Structures:<br>Simple present |
| 16. Demonstrate age-appropriate techniques for monitoring child's homework | Report info: descriptive, self<br>I read my child's homework.<br>She tells me about her work. | Scriptographic Pamphlets:<br>You, Your Child and Math<br>You, Your Child, and Homework<br>Getting Involved in Your Child's Education<br>Oxford Picture Dictionary, 1998 p.6 | Structures:<br>Simple present |

| FAMILY LITERACY: INTERM EDIATE LEVEL |
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| **Developmental Reading**: See end of levels 200-300 in REEP Curriculum for objectives. |
| **Developmental Writing**: See end of levels 200-300 in REEP Curriculum for objectives. |
| **Unit Needs Assessment:** See REEP Curriculum needs assessment appendi x for details. |

| PERSONAL INFORMATION | | | |
|---|---|---|---|
| **Objectives** | **Functions and Sample Language** | **Resources** | **Integration** |
| 1. Complete a school information form for child/children, including age, birth date, grade and name of teacher. | Report information/ other<br>My child is _____years old.<br>My child's name is _____.<br>His/her teacher's name is _____.<br>His birth date is_____. | Navigator 1, p. 145 (School Registration Form)<br>PEP Curriculum, p 59-60 (Home & partner interview)<br>Handout: Mother/Child Chart<br>Navigator 2, p142 (Volunteer Form)<br>Survival English, Book 2, p 12 (Chart)<br>Handout: Personal ID Cloze | Structures:<br>Simple present<br>Questions (wh & yes/no)<br>Possessive adjectives |
| 2. Describe child, including height, weight, hair color, color of eyes and clothing. | Report Info: other<br>Lei has black hair.<br>She is four foot two.<br>She has brown eyes.<br>She is wearing a red shirt and blue pants.<br>She weighs 75 pounds. | Oxford Picture Dictionary, 1998 p 22,23 | Enabling Skills:<br>Simple present<br>Subject pronouns<br>Present Progressive |
| **UNDERSTANDING CHILD'S SCHOOL** | | | |
| **Objectives** | **Functions and Sample Language** | **Resources** | **Integration** |
| 3. Identify levels within U.S. school system and compare to home country. | Seek and report information/ description<br>How are schools organized?<br>How old are children when they start school?<br>How many grades are there?<br>Is school free?<br>How many hours a day is it? | PEP Curriculum, p 49-50 (visual of U.S. system)<br>PEP p 52-3 (Reading Passage)& 57 ( comp.check)<br>PEP p 51 (prereading questions)& 65 (comparison questions for partner discussion)<br>Lifelines 3, p 15 (Reading passage)<br>Lifelines 3, p.16 (Dialogue & grades chart)<br>Lifelines 3, p.19 (Form)<br>Navigator 2, p 145 (problem posing letter) | Structures:<br>Simple present<br>Comparative/superl ative<br>There is/are<br>Sequence markers (first, then)<br>Cross culture: school in other countries |
| **FAMILY LITERACY: INTERMEDIATE LEVEL** | | | |
| **Objectives** | **Functions and Sample Language** | **Resources** | **Integration** |
| 4. Develop educational timeline for child including past & present events as well as future goals. | Report information/ others<br>My child will_____<br>My child was or did_____<br>I want my child to_____. | Lifelines 3, p. 16 (chart)<br>Crossroads 2, p.42-43 (timeline)<br>Choices: Families and Schools, p. 31(chart & discussion questions) | Structures:<br>Simple present<br>Simple past<br>Future<br>Want to<br>Sequence markers (first, then) |

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| .5. State basic school rules, including attendance policy. | Advise/instruct someone to do something<br>Don't wear a hat in school.<br>Do your homework every day.<br>You should come to class on time.<br>You can't do that.<br>You must/have to ____. | PEP, p. 172 (home activity chart)<br>Home Activity Chart :Rules & Consequences<br>Sample Behavior Modification Plans from Barrett<br>Sample Arlington County School Rules<br>Cloze exercise with REEP class rules | Structures:<br>Imperatives<br>Negatives<br>Modals: should, can, must/have to |
| 6. Given visuals, identify school subjects and child's likes/dislikes. | Express likes/dislikes:<br>Do you like____?<br>I like_____.<br>I don't like ____.<br><br>Seek information<br>What do you to in Math?<br>What do you learn in Science? | PEP, p. 177-8 (Visuals) & p.189 (matching game)<br>Matching game with subjects<br>Getting Together: Activities 5 & 6 (Subject Matching Game & Interview re: favorite subjects)<br>The Chicken Smells Good, p 82-84 (Reading passage)<br>Navigator 2, p. 146 (Problem posing picture)<br>Take Charge, p. 19 (Feelings with sketches)<br>Oxford Picture Dictionary for Kids, p 30-31 (feelings) | Structures:<br>Simple present<br>Negatives |
| 7. Ask and answer questions about child's school schedule. | Seek/Report info: chronological:<br>When does Bernardo eat lunch?<br>When do you have social studies?<br>What day do you have art? | PEP Curriculum, p. 79-86 or 87-88 (Visuals)<br>PEP, p. 96 (reading passage re: school day)<br>PEP, p. 106 (Home Activity re: schedule)<br>Partner interview re: child's schedule | Structures:<br>Simple present<br>Prepositions: time<br>Subject pronouns<br>Wh-Questions: What When |
| 8. Given visuals of school personnel, identify job title and responsibilities. | Report info: descriptive<br>Mr. Johnson is a custodian.<br>Mr. Farmer is a teacher.<br>What does he do?<br>He teaches math and science.<br>What does the principal do?<br>Who is the art teacher?<br>Who cleans the school? | PEP Curriculum, p. 72-77 (visuals)<br>PEP, p. 90-91 (reading passage) & 94 (Comp.check)<br>PEP, p. 93, 100-102 (personnel games)<br>PEP, p.105 home activity<br>Oxford Picture Dictionary for Kids, p 22-23<br>Information Gap- School Directory | Structures:<br>Simple present<br>Wh- questions: Who What |
| **FAMILY LITERACY: INTERMEDIATE LEVEL** | | | |
| **Objectives** | **Functions and Sample Language** | **Resources** | **Integration** |
| 9. Given a grade appropriate report card, identify areas of success and areas for improvement. | Seek information/description:<br>How is my child doing?<br><br>Express satisfaction:<br>I am happy with this grade.<br><br>Express need:<br>I need to help my child with math. | Sample Arlington County Report Cards (K-5)<br>"Reporting to Parents" (APS)<br>PEP Curriculum, p.186 (reading passage)<br>PEP,p.191(sample teacher comments)<br>PEP, p. 199 (cross cultural comparison ?s)<br>Choices: Families and Schools, p. 45 (sample report card & questions) | Structures:<br>Simple present<br>Present continuous<br><br>Comparative/superlative<br>Simple past<br>Need to |

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| | | (Hola!, p 28-29<br>Expressways 2, p 147. (Dialogue about report card)<br>Survival English, p.19 (sample card with questions) | |
| 10. Given a parent-teacher conference, ask and answer questions about child's performance. | Make and respond to request:<br>How is my child doing?<br>What is the problem?<br>What should I do?<br>Is my child having any problems<br><br>Request assistance:<br>What can I/he do to improve?<br><br>Inquire about needs:<br>What do need to do? | PEP Curriculum, p 156-7 (reading) 158 (vocab)<br>"Parents" Guide to Effective Conferencing" from APS Booklet for Parents<br>Handout re: Conference Topics<br>Conference Follow-up Questionnaire (2 levels)<br>Handout re: School Problems (list for discussion & matching)<br>Navigator 2, p. 138 (dialogue with teacher)<br>Navigator 2, p. 148 (Word Rap-How"s my child doing?)<br>Expressways 2, p. 146 (dialogue with teacher)<br>Expressways 1, p. 182 (dialogue with teacher)<br>Survival English, p. 16-7 & 24-26<br><br>Making Appointment:<br>PEP Curriculum, p 170 (note to teacher)<br>PEP Curriculum, p 167-9 (info gap re: scheduling)<br>A Writing Book: English in Everyday Life, p. 150<br>Navigator 2, p 141 &153 (Can you meet me? Listening Check) | Structures:<br>Simple present<br>Present continuous<br>WH- Questions:<br>Why How<br>Yes/No Questions<br>Can, need to |
| **FAMILY LITERACY: INTERMEDIATE LEVEL** | | | |
| **Objectives** | **Functions and Sample Language** | **Resources** | **Integration** |
| 11.Given a school calendar, identify key dates, including family activities, school closing, report cards, etc. | Seek chronological information:<br>When is_____.<br>When will _____.<br>There is a meeting on_____.<br>There are five school holidays this year. | Sample Arlington Public School Calendar<br>Sample calendars from individual schools. (Have students bring.)<br>PEP Curriculum, p. 61 (questionnaire on calendar-Needs up-to-date answer page)<br>Choices: Families and Schools, p.46 (announcements & discussion questions) | Structures:<br>Simple present<br>Future<br>Prepositions of time<br>There is/are |
| 12. Read and respond to written notices from school. | Respond to instructions<br>Please send ____ to school.<br>Please sign and return this form.<br>Please fill out this form.<br><br>Seek Information<br>What should I do?<br>When is the field trip?<br>Where are they going?<br>What does it cost? | APS Summer School Registration Form<br>APS sample emergency forms.<br>PEP Curriculum, p. 141 (emergency form)<br>Navigator 2, p. 144 (emergency form)<br>APS field trip permission slip<br>Sample field trip permission slips from Barrett School | Structures:<br>Simple present<br>Future<br>Prepositions of time<br>Modal: can<br>Imperatives<br>Sequence markers<br>Wh questions |

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| | | A Writing Book, p. 153 (permission slip)<br>Survival English, p. 23 (Field trip permission & questions)<br>(Hola! p. 55-56 &10-11(supply list)<br>Navigator 2, p.145 (bubble form)<br>Sample Lice Notice from APS<br>"Managing Head Lice: A Parent"s Guide. (Flyer English & Spanish versions)<br>APS Authorization for Medication | |
| 13. Notify the school about a child's absence/lateness and state reason. | Express need:<br>May I speak to____?<br>Could I leave a message?<br><br>Report information: self/other:<br>Hello, This is Umar's mother.<br>Umar is sick today<br>Oscar has a dental appointment at 3 pm.<br>Jessica was sick yesterday | PEP Curriculum, p. 128-129<br>Survival English, p. 20<br>Expressways 2, p 145.<br>English for Adult Competency, Book 2, p.50-53<br>PEP Curriculum, p. 132<br>Navigator 2, p. 136-7<br>Hola! , p. 17-18<br>Survival English, p. 21 -22<br>Lifelines 2, p.74-77<br>A Writing Book, p. 151(early dismissal) & p.154 (absence & late note)<br>REEP Curriculum Health Units | Structures:<br>Simple present<br>Future<br>Negative<br>Simple past<br>May, could<br>Object pronouns<br>Questions (yes/no) |

**FAMILY LITERACY: INTERMEDIATE LEVEL**

| Objectives | Functions and Sample Language | Resources | Integration |
|---|---|---|---|
| 14. Respond to phone call from school regarding illness, injury or problem | Seek information: others<br>What happened?<br>What is the problem?<br>What can I do?<br><br>Report information: self<br>I will come right away. | PEP Curriculum, p. 130-1 (phone dialogue & role play)<br>Information Grid<br>Expressways 2, p. 144 (Your Teacher called...)<br>Expressways 1, p. 183 (Your Principal is calling)<br>Problem Solving, "Raul"s Problem"<br>Navigator 2, p. 141 & 153 (announcements of closings)<br>The World, p. 64 (reading re: Parents & School Anxiety)<br>REEP Curriculum Health Units | Structures:<br>Simple present<br>Future<br>Questions<br>Should |

**PARENTS AS TEACHERS**

| Objectives | Functions and Sample Language | Resources | Integration |
|---|---|---|---|
| 15. Demonstrate age-appropriate techniques for reading to/with children. | Seek information/description:<br>What do you see in the picture?<br>What do you think will happen?<br><br>Ask for/give advice:<br>Look at the pictures.<br>Guess what will happen.<br>Put a finger under the word as you read. | Lesson Plan: Reading to/with Children<br>Information Grid re: reading to child<br>Reading to Your Child: Parent Handbook and Video<br>personal reading log<br>reading raffle forms (generic & Barrett)<br>Books with Tapes (class sets - 7 copies each):<br>"The Boy with the Shovel" in Parent and Children Together: | Structures:<br>Simple present<br>Questions<br>Future<br>Imperatives |

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| | | Encouraging Good Homework Habits<br>*Gwendolyn with Her Glasses On* and *The Box in the Barn* in Parent and Children Together: Speaking and Listening.<br>Pair-It Books *I Can Be Anything* (double book set )<br>Stories for Parents: Reading Together (4 stories with pre and post reading questions) | |
| **FAMILY LITERACY: INTERMEDIATE LEVEL** | | | |
| **Objectives** | **Functions and Sample Language** | **Resources** | **Integration** |
| 16. Demonstrate age-appropriate techniques for monitoring child's homework. | Seek information:<br>What is your homework today?<br>Did you do your homework yet?<br>Show me your homework.<br><br>Ask for/give advice:<br>You should do your homework before TV.<br>You should check your child*s homework every day. | PEP Curriculum, p. 220-3 (pre-reading questions, reading & vocab.)<br>Handout: Note from Teacher re: Homework (problem posing)<br>Handout: Spring Break Questionnaire and School Support<br>Side By Side, Book 2, p. 89<br>Line by Line, Book 2, p. 71<br>Let*s Work It Out Level 2: Coping with School , p. 8. (You're the teacher.) p. 9-10 (problem posing)<br>The World, p. 37 (reading) *Less TV Improves Reading Skills*<br>Pamphlets (20 copies available)<br>*Getting Involved with Your Child*s Education*<br>*You, Your Child and Homework*<br>*How to Help Your Child with Homework*<br>*You, Your Child and Math* | Structures:<br>Simple present<br>Imperatives<br>Modals: should, can, could/could not,<br>Simple past |

| FAMILY LITERACY: ADVANCED LEVEL | | | |
|---|---|---|---|
| **Developmental Reading:** See end of levels 350-450 in REEP Curriculum for Objectives. Our Own Stories, p 70-73, Parents and Children Together: Discipline and Learning. | | | |
| **Developmental Writing:** See end of levels 350-450 in REEP Curriculum for objectives. | | | |
| **Unit Needs Assessment:** See REEP Curriculum needs assessment appendix for details. | | | |
| **PERSONAL INFORMATION** | | | |
| **Objectives** | **Functions and Sample Language** | **Resources** | **Integration** |
| 1. Complete a school information form for child/children, including age, birth date, grade and name of teacher. | | School orientation materials<br>PEP p 141 | Legal, health, work: forms<br>Consumerism: loan<br><br>Getting Started Unit |
| 2. Describe child, including height, weight, hair color, color of eyes and clothing. | Report Info: other<br>Lei has black hair.<br>She is four foot two.<br>She has brown eyes.<br>She is wearing a red shirt and blue pants.<br>She weighs 75 pounds. | Oxford Picture Dictionary, 1998 p 22,23 | Enabling Skills:<br>Simple present<br>Subject pronouns<br>Present Progressive |
| **UNDERSTANDING CHILD'S SCHOOL** | | | |
| **Objectives** | **Functions and Sample Language** | **Resources** | **Integration** |
| 3. Describe structure of American school system, comparing to hom e country. | Report info: descriptive<br>US schools are larger than ....<br>In my country students can ... | Choices: An ESL Lifeskills Series for Adults / Families and Schools Ch. 5<br>Lifelines 3 p. 16 .<br>PEP curriculum pp. 49-55/pp. 64-65 | Structures:<br>Simple present<br><br>Comparatives/Superlatives |
| 4. Develop educational time line for child. | Express preferences/intentions:<br>If Lei does well in science, I would like her to be a doctor.<br>Lei will finish high school and maybe go to college.<br>After Lei goes to elementary school she will go to middle school. | Choices: An ESL Lifeskills Series for Adults / Families & Schools Ch. 5, p. 31, Ch 12 p. 77 | Structures:<br>Future<br>If clauses: Conditional<br><br>Cross-cultural: educational expectations |
| **FAMILY LITERACY: ADVANCED LEVEL** | | | |
| **Objectives** | **Functions and Sample Language** | **Resources** | **Integration** |
| 5. Ask and answer questions about school rules and consequences. | Seek permission:<br>Is it ok to wear shorts?<br>If we want to go on vacation, is it okay to take my child out of school?<br><br>Give advice:<br>Kids are expected to bring...<br>If your child disobeys, she may | School orientation materials<br>Student-generated rules, policies, and behaviors | Structures:<br>Yes/no questions<br>Be expected to<br>Be (not) allowed to<br>Be (not) polite to<br><br>Cross-culture: rules, policies, and appropriate |

| | | | |
|---|---|---|---|
| | get detention.<br>In your country, are students expected to be on time? | | classroom behavior |
| 6. Identify and describe school subjects and weekly schedule. | Report info: chronological, descriptive<br>Lei goes to science class after gym.<br>On Tuesdays and Thursdays Lei has soccer practice. | PEP Curriculum pp. 80-89 | Structures:<br>Sequence markers<br>Simple present |
| 7. Identify school personnel and discuss job responsibilities. | Report info: descriptive<br>The principal is in charge of _____.<br>The school nurse takes care of sick students.<br><br>Give advice:<br>If your child is sick, she should go to the school nurse. | PEP Curriculum pp. 90-94, 100-102,105-106 | Structures:<br>Conditional<br>Have to<br>Should<br>Simple Present |
| 8. Read report card and identify areas of success and areas for improvement. | Report info: qualitative<br>It says that Maria is doing well in ___.<br>It says that Maria needs help with __.<br>How can I help Maria? | Sample Report Card Choices: An ESL Lifeskills Series for Adults / Families and Schools Ch. 7 p 45<br>PEP curriculum pp.185-196 | Structures:<br>Reported speech<br>Have to<br>Present continuous |
| **FAMILY LITERACY: ADVANCED LEVEL** | | | |
| **Objectives** | **Functions and Sample Language** | **Resources** | **Integration** |
| 9. Given a parent-teacher conference, ask and answer questions about child's performance and behavior/problems. | Seek/report info:<br>How is Lei doing in math?<br>What improvements does she need to make?<br>Is she doing better than last semester?<br><br>Express opinion/preference:<br>Please let me know right away when there is trouble.<br>I think that she is improving | A Conversation Book: English in Everyday Life p. 167<br>PEP curriculum 143-172 | Structures:<br>Present continuous<br>Questions: Yes/No, WH- & embedded<br>Comparatives/ superlatives<br>Modals: can, could, should<br>I would like...<br>I think that....<br><br>Cross-culture: student behavior and progress standards, misunderstandings, talking with teachers (asking Q's) |
| 10. Understand school policy on reporting absences and discuss appropriate reasons for absences, including non-medical absences. | Give Advice: descriptive<br>Parents shouldn't take a child out of school for a vacation.<br>Parents should call the school if child is sick. | PEP curriculum pp. 109, 121-126, 132-133, 134, 137-139 | Structures:<br>Modals: should (not) |
| 11. Discuss issues of | Report info: descriptive | The Word Sept., 193/ May, | Structures: |

| | | | |
|---|---|---|---|
| personal safety in school. | There is more violence in schools today than there has ever been.<br>Children should always ....<br>Students should never... | 120 | Modals: should (not)<br>Always/Never<br>Ever<br><br>Cross-Culture: violence and children in USA versus other countries, reasons for this |
| 12. Read and respond to complex oral and written notices from school. | Report info: descriptive, condition<br>There will be a field trip Friday.<br>Fred has been acting up in class.<br><br>Express opinion/preference:<br>Maria may go on the field trip.<br>Thank you for letting us know, my husband and I will.... | PEP Curriculum pp. 130-131<br>Examples of school forms | Structures:<br>may/can<br>Polite speech (refusals/acceptance) |

**FAMILY LITERACY: ADVANCED LEVEL**

**PARENTS AS TEACHERS**

| Objectives | Functions and Sample Language | Resources | Integration |
|---|---|---|---|
| 13. Discuss importance of family involvement in education. | Report info: descriptive/self<br>Parents can volunteer at the school.<br>Parents should help their child....<br>I think parents should... | Parents and Children Together:<br>"Motivating Your Child to Learn"<br>pp. 2-12<br>"Working with the School" pp. 2-23 | Cross-culture: role of parents in child's education<br><br>Structures:<br>Modals - should (not) |
| 14. Use school calendar to identify opportunities for parent participation. | Seek/report info: descriptive<br>It says that on April 3rd there are parent-teacher conferences.<br>It says that last Friday there was a class picnic.<br>Every Wednesday, parents can volunteer. | Choices: An ESL Lifeskills Series for Adults / Families and Schools Ch 7, p.46 | Structures:<br>Time clauses<br>Reported speech |
| 15. Demonstrate age appropriate techniques for reading to/with children. | Report info: descriptive, self<br>I always....<br><br>Ask for/give advice:<br>Parents should set aside a time to read to their kids.<br>What should I do to help my child.... | Video: Reading to Your Children<br>Parent Handbook: "Reading to Your Children"<br>Let's Read (Lleamos!) (Pair-It Books) | Structures:<br>Always<br>Modals: should/negative<br>Questions: wh- |
| 16. Demonstrate age appropriate techniques for monitoring child's homework. | Report info: descriptive, self<br>In my country, we ....<br><br>Ask for/give advice:<br>Parents should make a schedule for their kids.<br>What should I do to help my child..... | Parents and Children Together: "Working with the School" pp. 24-29<br>"Motivating Your Child to Learn" pp. 13-19<br>"Encouraging Good Homework Habit" | Structures:<br>Always<br>Modals: should/negative<br>Questions: wh- |

**CAI/AV**: video, Reading with Your Child

**WRITING DEVELOPMENT - 100**

Writing development is integral to this curriculum and has been integrated into every topic unit (See individual topic units: Developmental Writing.)

**LEVEL OBJECTIVE:** To generate simple sentences.

**VARIABLES:**
- given a model
- personal experiences
- level appropriate

The goal for writing development for level 100 is to reach level 150. See entry level descriptions.

**EVALUATION CRITERIA:**
- conveys ideas to readers
- correct word order for simple sentence
- sentences and proper nouns are capitalized

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| WRITING SKILLS DEVELOPMENT | RESOURCES |
|---|---|
| Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | Below are the resources suggested for this level. Also see individual units for suggested integration with topics. |
| Brainstorm using visuals or personal experience<br>Participate in generating language experience stories<br>- brainstorm<br>- copy sentences<br>- sequence sentences<br>Use capitalization in initial word in sentence, names, and addresses | Starting to Read<br>Personal Stories 1<br>Picture Stories<br>New Oxford Picture Dictionary<br>Basic Oxford Picture Dictionary<br>Look Again Pictures<br>Drawing Out<br>Write on Cue (used with English for a Changing World: Cue Book 1<br>Here to Stay in the USA<br>Voices of Freedom 1<br><br>Field trips and follow-up writing<br>Language Experience Stories |

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**READING DEVELOPMENT - 100**

Reading development is integral to this curriculum and has been integrated into every topic unit (see individual units: Developmental Reading).

**LEVEL OBJECTIVE:** To read simplified materials.

**VARIABLES:**
- familiar topics
- uses visuals and other aids
- short texts
- level appropriate

The goal for reading development at level 100 is to reach level 150. See entry level descriptions.

**EVALUATION CRITERIA:**
- Answer factual questions (yes/no)
- Identify sequence of simple narrative

Evaluation criteria indicate how students at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| READING SKILLS DEVELOPMENT | RESOURCES |
|---|---|
| Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | Below are the resources suggested for this level. Also see individual units for suggested integration with topics. |
| <u>READING:</u><br><br>Make predictions using visuals<br>Locate information in text<br>Identify sequence of a story<br><br><u>VOCABULARY:</u><br><br>Use phonics and sounding-out to decode new words (matching letters to sounds, initial consonants and vowel sounds)<br>Match words and phrases with pictures<br>Categorize vocabulary (eg. antonyms) | <u>Starting to Read</u><br><u>Consonants Sound Easy</u><br><u>Personal Stories 1</u><br><u>New Oxford Picture Dictionary</u><br><u>Basic Oxford Picture Dictionary</u><br><u>ESL Teachers' Holiday Kit</u><br><u>Voices of Freedom 1</u><br><u>Here to Stay in the USA</u><br><br>Student generated texts |

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## ENABLING SKILLS LEVEL 100

**Needs Assessment:** The following skills are skills which enable students to achieve 100 level lifeskills competencies. These skills are necessary for learners to know in order to successfully complete many of the competencies in the 100 units. These skills should be evaluated at the beginning of the course. If students can not demonstrate ability in these skills, time should be taken to teach these before moving to the competencies. These skills should also be evaluated at mid-cycle and at the end of the cycle (see progress report).

| ENABLING SKILLS OBJECTIVES | RESOURCES | INTEGRATION |
|---|---|---|
| Students will be able to:<br><br>1. Recognize capital and small letters of the alphabet.<br><br>2. Recite alphabet in correct order.<br><br>3. Write capital and small letters.<br><br>4. Print alphabet in order without prompting.<br><br>5. Write letters from dictation.<br><br>6. Say numbers 1-100.<br><br>7. Write numbers 0-100 without assistance.<br><br>8. Write numbers from dictation.<br><br>9. Sight read own name.<br><br>10. Sight read data vocabulary: address, telephone number, date, birthplace, age, sex, male, female, social security number, signature. | Access, p. 11-55 (T)<br>First Words, p. 1, 3, 5<br>A New Start: Literacy Workbook, p. 5-28<br>Real-Life English (Pre-Lit Wkbk), unit 1 and p. 51-60<br>Before Book One, unit 1 (T)<br><br>BINGO Game<br>Alphabet cards<br>Number cards | Getting Started: Personal ID, forms<br><br>Consumerism: prices, address an envelope, purchase stamps<br><br>Health: health form, call 911<br><br>Money: all objectives<br><br>Time/Weather: times, birth date, daily routine<br><br>Transportation: metro card<br><br>Work: application |

**CAI/AV:** Alphabetizing; Teacher-made Language Master cards - alphabet, numbers

## WRITING DEVELOPMENT - 150

Writing development is integral to this curriculum and has been integrated into every topic unit (See individual unit: Writing Development).

**LEVEL OBJECTIVE:** To write a series of simple sentences.

**VARIABLES:**
- given a model
- personal experiences
- level appropriate

The goal for writing development for level 150 is to reach level 250 (see entry level descriptions). However, some students will need more than one cycle of instruction to achieve this goal. For them, retention in 150 or promotion to level 200 may be appropriate, depending also on their listening, speaking, and reading level as well as achievement of competencies for the level. See entry level descriptions for levels 150, 200, and 250.

**EVALUATION CRITERIA:**
- conveys ideas to readers
- logical sentence order (chronological)
- correct capitalization and punctuation

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| WRITING SKILLS DEVELOPMENT | RESOURCES |
|---|---|
| Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | Below are the resources suggested for this level. Also see individual topic units for suggested integration with topics. |
| Brainstorm using visuals or experiences<br>Order sentences chronologically<br>Use basic paragraph format<br>Use and edit for basic capitalization<br>Use and edit for basic end punctuation, apostrophes in contractions, commas in addresses and dates<br>Edit for basic grammar:<br>Suffixes (-s, -ing)<br>subject pronouns<br>possessive adjectives | Personal Stories 2<br>Picture Stories<br>Look Again Pictures<br>Drawing Out<br>Write On Cue (used with English for a Changing World Cue Book 1)<br>Voices of Freedom 1<br>ESL Teacher's Holiday Kit<br>Survival English 2<br><br>Language experience stories<br>Field trips and follow-up writing |



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**READING DEVELOPMENT - 150**

Reading development is integral to this curriculum and has been integrated into every topic unit (See individual unit: Writing Development).

**LEVEL OBJECTIVE:** To read simplified narratives

**VARIABLES:**
- familiar topics
- with pre-reading assistance
- familiar vocabulary
- short texts
- level appropriate

The goal for reading development for level 150 is to reach level 250 (see entry level descriptions). However, some students will need more than one cycle of instruction to achieve this goal. For them, retention in 150 or promotion to level 200 may be appropriate, depending also on their listening, speaking, and writing level as well as their achievement of the competencies for the level. See entry level descriptions for levels 150, 200, and 250 in appendices.

**EVALUATION CRITERIA:**
- Answer factual questions (true/false, fill-in, wh-)
- Complete cloze of the text
- Identify sequence of narrative

Evaluation criteria indicate how students at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| READING SKILLS DEVELOPMENT | RESOURCES |
|---|---|
| Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | Below are the resources suggested for this level. Also see individual units for suggested integration with topics. |
| READING:<br>Make predictions using visuals and titles<br>Use pronunciation cues to assist in comprehension<br>Use pictures and context to deduce meaning<br>Identify sequence of narrative<br>Scan to locate information in text<br><br>VOCABULARY:<br>Use phonics to decode words: consonants, vowels, blends, clusters, silent letters<br>Categorize vocabulary (match new words with antonyms)<br>Identify suffixes (-s, -ed, -ing) | Sounds Easy<br>Initial Clusters<br>Personal Stories 1<br>Personal Stories 2<br>Pizza Tastes Great<br>Voices of Freedom 1<br>Looking at the USA<br>Working Experience 1<br>Stories to Tell Our Children<br>Side by Side 1 |



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**WRITING DEVELOPMENT -200**

Writing development is an integral to this curriculum and has been integrated into every topic unit. (See individual unit: Writing Development).

**LEVEL OBJECTIVE:** To write a series of simple sentences.

**VARIABLES:**
- given a model
- familiar or personal topics
- level appropriate

The goal for writing development for level 200 is to reach level 250. See entry level descriptions.

**EVALUATION CRITERIA:**
- conveys ideas to readers
- organized (chronologically)
- correct punctuation and capitalization

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| WRITING SKILLS DEVELOPMENT | RESOURCES |
|---|---|
| Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | Below are the resources suggested for this level. Also see individual units for suggested integration with topics. |
| Brainstorm using visuals or experiences<br>Order sentences chronologically<br>Use basic paragraph format<br>Use and edit for basic capitalization: beginning of sentence, names, months, days, streets, cities, countries.<br>Use and edit for punctuation: periods, question marks, apostrophes in contractions, commas in addresses, dates.<br>Edit for basic grammar:<br>subject pronouns<br>possessive adjectives<br>verb suffixes (-s, -ing) | Purple Cows and Potato Chips<br>Personal Stories 3<br>Picture Stories<br>More Picture Stories<br>Drawing Out<br>Invest in Writing 1<br>Working Experience 1<br>Easy True Stories<br><br>Field trips and follow-up writing<br>Language Experience Stories |



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**READING DEVELOPMENT-200**

Reading development is integral to this curriculum and has been integrated into every topic unit. (See individual units: Writing Development).

**LEVEL OBJECTIVE:** To read simplified narratives.

**VARIABLES:**
- with pre-reading assistance
- familiar and unfamiliar topics
- some unfamiliar vocabulary
- uses visuals and other aids
- short texts
- level appropriate

The goal for reading development for level 200 is to reach level 250. See entry level descriptions.

**EVALUATION CRITERIA:**
- answers questions related to text (yes/no, true/false, fill-in, wh-, opinion)
- scan to locate information in text to answer questions
- complete cloze for text

Evaluation criteria indicate how students at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and determine achievement of the level objective at the end of the cycle.

| READING SKILLS DEVELOPMENT | RESOURCES |
|---|---|
| Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | Below are the resources suggested for this level. Also see individual units for suggested integration with topics. |
| READING:<br>Make predictions from visuals and titles<br>Identify main idea<br>Scan to locate information in text<br>Use pictures and context to deduce word meaning<br>Identify personal pronoun antecedents<br>VOCABULARY:<br>Use picture and context to deduce word meaning<br>Use phonics to decode<br>Match words and phrases with pictures<br>Categorize vocabulary (synonyms, antonyms, context)<br>Identify suffixes (-s, -ing, -ed) | Personal Stories 3<br>Pizza Tastes Great<br>Easy True Stories<br>Picture Stories<br>More Picture Stories<br>Voices of Freedom 1<br>Let's Celebrate America<br>ESL Holiday Activity Kit<br>Get Ready, Go, Home Free!<br>Working Experience 1 |



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## WRITING DEVELOPMENT-250

Writing development is integral to this curriculum and has been integrated into every topic unit. (See individual unit: Writing Development).

**LEVEL OBJECTIVE:** To write a simple paragraph.

**VARIABLES:**
- *given a model
- *familiar, relevant topic
- *level appropriate

The goal for writing development for level 250 is to reach level 350. See entry level descriptions.

**EVALUATION CRITERIA:**
- uses paragraph format
- conveys ideas to readers
- logically organized
- correct word order for simple sentences
- correct end punctuation and capitalization

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| WRITING SKILLS DEVELOPMENT | RESOURCES |
|---|---|
| Below are the skills that students need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | Below are the resources suggested for this level. Also see individual units for suggested integration with topics. |
| Brainstorm using visuals or familiar topics<br>Separate information into lists or categories<br>Order sentences using time sequence markers for cohesion<br>Use and edit for basic end punctuation, commas, and capitalization<br>Edit for basic grammar<br>conjunction 'and'<br>subject pronouns<br>possessive adjectives<br>word order (subject/verb/object)<br>verb suffixes (-s, -ing, -ed) | Drawing Out<br>Easy True Stories<br>Invest in Writing (1-4)<br>Look Again Pictures<br>More Picture Stories<br>Personal Stories 3<br>Picture Stories<br>Problem Solving<br>Stories from the Heart<br>Stories to Tell Our Children<br>True Stories in the News<br>Write Stuff: Lifeskills Writing<br>Write from the Start<br>Writing Warm-ups |



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## READING DEVELOPMENT-250

Reading development is integral to this curriculum and has been integrated into every topic unit. (See individual units: Writing Development).

**LEVEL OBJECTIVE:** To read simplified materials.

**VARIABLES:**
* familiar and some unfamiliar topics
* uses vis uals and other aids
* short texts
* level appropriate

The goal for reading development at level 250 is to reach level 350. Some students will need more than one cycle of instruction to achieve this goal. For them, retention in level 250 or promotion to level 300 may be appropriate, depending also on their listening, speaking, and writing levels as well as their achievement of the competencies for the level. See entry level descriptions.

**EVALUATION CRITERIA:**
* answer questions orally and in writing related to text (T/F, multiple choice, fill-ins, wh-, opinions)
* scan to locate information in text to answer questions
* identify sequence of simple narrative text
* identify main idea

Evaluation criteria indicate how students should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and determine achievement of the level objective at the end of the cycle.

### READING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

READING:
Make predictions from visuals and titles
Predict main idea from title
Deduce word meaning through context
Scan to locate information in text
Identify personal, possessive and demonstrative pronoun antecedents
Identify and use transition words to understand relationship between ideas

VOCABULARY:
Use phonics to decode
Categorize vocabulary (synonyms, antonyms, context)
Deduce meaning of compound words
Identify affixes (-s, -ing, -ed, -er)

### RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

The Chicken Smells Good
Voices of Freedom 2
Easy True Stories
Working Experience 2
ESL Holiday Teacher's Activity Kit
Get Ready, Go, Home Free!
Let's Celebrate America
A New Beginning
Personal Stories 3
Picture Stories
Problem Solving
Stories We Brought With Us
Stories to Tell Our Children
True Stories in the News



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**WRITING DEVELOPMENT UNIT - 300**

Writing development is integral to this curriculum and is extremely important at level 300. At level 300, the writing unit is a required unit. In addition to this unit, writing development has been integrated into every topic unit. (See individual units: Developmental Writing and lifeskills writing objectives in each topic unit.

Needs Assessment: The goals of Needs Assessment are to:

1) Determine the kinds of writing to practice (e.g. letters, narrative, reports, summaries). See Learner Needs Appendices, paritcularly Learner Generated Questionnaires.

2) Determine which areas of writing they want to self-assess (e.g. how correct was spelling? how clear was meaning?).

3) Identify strategies for practicing and improving their writing.

**Resource:** Learning to Learn English, p. 97-99, 101-106, 114.

**LEVEL OBJECTIVE:** To write a short paragraph.

**VARIABLES:**
- given a model
- a familiar topic
- level appropriate

The goal for writing development for level **300** is to reach level **350**. However, it may take a learner more than one cycle to achieve this goal. See entry level descriptions.

**EVALUATION CRITERIA:**
- communicates ideas to readers
- logically organized
- revises for clear meaning, main idea and details
- correct word order in simple sentences
- uses and edits for end punctuation, capitalization and verb suffixes (-s, -ed, -ing)

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle. At level 300, writing skills are evaluated at mid-cycle and at the end of the cycle.

| WRITING DEVELOPMENT UNIT - 300 | |
|---|---|
| **WRITING SKILLS DEVELOPMENT**<br><br>Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | **RESOURCES**<br><br>Below are the resources suggested for this level. Also see individual units for suggested integration with topics. |
| Select ideas for a topic (See individual topic units and suggested topics below)<br>Use pre-writing techniques to gather and organize information for writing<br>(eg. brainstorming, lists, mapping)<br>Organize sentences in logical order: chronological sequence, main idea<br>and details<br>Use and edit for basic end punctuation, capitalization, spelling and verb suffixes (eg. -s, -ed, -ing)<br>Use grammar:<br>verb suffixes (-s, -ed, -ing,)<br>subject pronouns<br>object pronouns<br>possessive adjectives<br>word order: subject+verb+object<br>consistency of tenses<br><br>Suggested Topics:<br><br>A Family Tradition<br>Leaving My Country<br>My First Day in the USA<br>What Surprised Me When I first Arrived<br>Keepsake (see sample in the Teaching Appendices) | Basic Writing<br>Drawing Out<br>Invest in Writing Books 1-5<br>Learning to Learn English<br>More Picture Stories<br>Purple Cows and Potato Chips<br>Put it in Writing<br>Share Your Paragraph<br>Springboards<br>Stories to Tell Our Children<br>Stories from the Heart<br>Tapestry<br>Write from the Start<br>Writing Book: English for Everyday Living<br>Writing It Down<br><br>**CAI/AV Resources**<br><br>Diascriptive: Sentence Mechanics 1, 2 and Sentence Sense 1, 2<br>Spell It (edit mode)<br>Word Perfect 5.1 with spell check<br><br>**Structure Resources**<br><br>See structure resources pages for level 300.<br><br>**See Process Writing and Cinquains**: See Teaching Appendices for sample. |

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**READING DEVELOPMENT-300**

Reading development is integral to this curriculum and is extremely important at level 300. At level 300, the reading development unit is required. Reading has also been integrated into every topic unit. (See individual units: Developmental Reading as well as lifeskills reading objectives in each topic unit).

Needs Assessment: The goals of Needs Assessment are to:

1) Determine the kinds of reading to practice (e.g. narrative, newspapers, poetry, reports, lifeskills, etc.).

2) Identify strategies for practicing and improving reading. **Resource:**

Learning to Learn English

**LEVEL OBJECTIVE:** To read simplified materials.

**VARIABLES:**
* familiar and unfamiliar topics
* uses visuals and other aids
* with pre-reading assistance
* level appropriate

The goal for reading development for level 300 is to reach level 350. However, it may take learners more than one cycle to achieve this goal. See entry level descriptions.

**EVALUATION CRITERIA:**
* Answer questions related to text (true/false, wh-, multiple choice, fill-ins, opinions)
* Scan to locate information in text to answer questions
* Interpret graphs, charts and maps
* Identify pronoun antecedents
* Identify main idea
* Identify sequence of narrative
* Retell story orally

Evaluation criteria indicate how students at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| READING DEVELOPMENT UNIT - 300 | |
|---|---|
| **READING SKILLS DEVELOPMENT**<br><br>Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | **RESOURCES**<br><br>Below are the resources suggested for this level. Also see individual units for suggested integration with topics. |
| READING:<br>Make predictions from visuals, titles and headlines<br>Predict main idea from title<br>Scan to locate information in text<br>Predict meaning of unfamiliar words through context<br>Identify personal, possessive, and demonstrative pronoun antecedents<br>Identify transition words to understand relationship of ideas<br><br>VOCABULARY:<br>Categorize vocabulary (synonyms, antonyms,)<br>Deduce meaning of compound words<br>Identify prefixes, suffixes, and root words | Teaching How to Learn<br>News for You<br>Making the Most of News for You<br>Newspaper You Read<br>How to Use the Classified Ads<br>How to Use the Newspaper<br>It's Up to You<br>Reading Labels, Descriptions and Newspapers<br>Reading the Want Ads<br>True Stories in the News<br>More True Stories in the News<br>Stories from the Heart<br>Invest in Reading 4A<br>Invest in Reading 4B<br>Using the Want Ads<br><br>**CAI/AV Resources:**<br><br>Goal: On the Job (level 1), main idea (newspaper) with corresponding vocabulary |

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**WRITING DEVELOPMENT - 350**

Writing development is integral to this curriculum and has been integrated into every topic unit. (See individual unit: Writing Development.)

**LEVEL OBJECTIVE:** To write a paragraph.

**VARIABLES:**
- a familiar topic
- chronological and/or descriptive
- level appropriate

The goal for writing development at 350 is to reach level 450. See entry level descriptions.

**EVALUATION CRITERIA:**
- communicates ideas to readers
- elaborates ideas
- correct word order
- correct punctuation and capitalization
- correct verb tenses (simple present, simple past)

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| WRITING SKILLS DEVELOPMENT | RESOURCES |
|---|---|
| Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | Below are the resources suggested for this level. Also see individual units for suggested integration with topics. |
| Brainstorm on a variety of topics<br>Select and organize ideas for a topic<br>Write a topic sentence<br>Organize topic in logical sequence<br>Write supporting sentences<br>Elaborate on ideas<br>Use and edit for basic internal and end punctuation as well as capitalization<br>Edit for grammar:<br>affixes (-s, -ed, -er, -est, -ing, -ment)<br>pronouns (subject and object)<br>possessive adjectives and quantifiers<br>verb tenses (simple present, simple past)<br>word order (subject+verb+object) | The Writing Challenge<br>Basic Writing<br>Composition Practice: Book 2<br>Write from the Start<br>Lifeskills Writing Exercise Book<br>ETC 2 Reading/Writing<br>ETC 3 Reading/Writing |

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**READING DEVELOPMENT - 350**

Reading development is integral to this curriculum and has been integrated into every topic unit (See individual unit: Reading Development).

**LEVEL OBJECTIVE:** To read non-simplified material.

**VARIABLES:**
- familiar topics
- with/without visual aids
- level appropriate

The goal for reading development for this level is to reach level 450. See entry level descriptions.

**EVALUATION CRITERIA:**
- answer questions orally and in writing (factual, some inference)
- scan text to locate information to answer questions
- retell story orally
- paraphrase main idea of story

Evaluation criteria indicate how a student at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| READING SKILLS DEVELOPMENT | RESOURCES |
|---|---|
| Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | Below are the resources suggested for this level. Also see individual units for suggested integration with topics. |
| READING:<br>Make predictions from titles, subtitles, and headlines<br>Skim and identify main idea of short readings<br>Scan text for specific information<br>Deduce word meanings using surrounding text and connectors<br>Use punctuation cues to assist comprehension<br>Distinguish between fact and opinion statements<br><br>VOCABULARY:<br>Deduce meaning of compound words and words with basic prefixes and suffixes<br>Categorize vocabulary based on content schemata | News For You<br>More True Stories<br>Even More True Stories<br>Reading Skills that Work 2<br>ETC 2 Reading/Writing<br>ETC 3 Reading/Writing<br>Working Culture 2<br>Our Own Stories<br><br>Teacher resources:<br>Making the Most of News for You |

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## WRITING DEVELOPMENT - 450

Writing development is integral to this curriculum and has been integrated into every topic unit. (See individual units: Writing Development).

**LEVEL OBJECTIVE:** To write a paragraph.

**VARIABLES:**
- familiar or unfamiliar topic
- narrative, descriptive and/or opinion
- with main idea and supporting details
- level appropriate

The goal for writing development at level 450 is to reach level 550. See entry level descriptions.

**EVALUATION CRITERIA:**
- communicates ideas to readers
- elaborates ideas
- uses compound and complex sentences
- includes main idea and supporting details
- correct punctuation and capitalization
- correct verb tenses (simple present, simple past, present continuous, future)

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| WRITING SKILLS DEVELOPMENT<br><br>Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | Below are the resources suggested for this level. Also see individual units for suggested integration with topics. |
|---|---|
| Brainstorm ideas on a variety of topics: familiar and unfamiliar<br>Narrow and expand topic<br>Select and organize ideas for a topic<br>Include main idea and supporting details<br>Elaborate on ideas<br>Use/edit internal and end punctuation as well as capitalization and spelling<br>Edit for grammar:<br>compound and complex sentence (using but and because)<br>affixes (-s, -ed, -er, -est, -ing, -ment)<br>subject, object, and possessive pronouns<br>possessive adjectives and quantifiers<br>verb tenses (simple present, present continuous, simple past, future) | Problem Solving<br>The Writing Challenge<br>Composition Practice: Book 2<br>Basic Writing<br>Start Writing<br>Write from the Start<br>Lifeskills Writing<br>ETC 3-6 Reading/Writing<br>It's Up To You<br>Ready to Write |



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## READING DEVELOPMENT - 450

Reading development is integral to this curriculum and has been integrated into every topic unit. (See individual unit: Reading Development.)

**LEVEL OBJECTIVE:** To read non-simplified texts.

**VARIABLES:**
- familiar topics
- with/without visuals
- level appropriate

The goal for reading development for level 450 is to reach level 550. See entry level descriptions.

**EVALUATION CRITERIA:**
- answer questions orally and in writing (factual, some inference and opinion)
- scan text to locate information
- identify the main idea
- retell story orally

Evaluation criteria indicate how a student at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

| READING SKILLS DEVELOPMENT | RESOURCES |
|---|---|
| Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. | Below are the resources suggested for this level. Also see individual units for suggested integration with topics. |
| <u>READING</u><br>Make predictions from titles, subtitles, and headlines<br>Skim for main idea<br>Scan for specific information<br>Read for meaning with minimal stopping for context clues<br>Deduce word meaning in context<br>Distinguish between fact, opinion, persuasion, and editorial<br><br><u>VOCABULARY</u><br>Deduce word meaning in context<br>Deduce meaning with common prefixes, suffixes, and common roots<br>Deduce meaning of compounds | <u>Contact USA</u><br><u>Problem Solving</u><br><u>Communication Skills That Work 1, 2</u><br><u>Reading Skills That Work 1</u><br><u>It's Up to You</u><br><u>Even More True Stories</u><br><u>Variations</u><br><u>Working Culture 2</u><br><u>ETC 3-6 Reading/Writing</u><br>News for You<br>USA Today<br>Teacher resource:<br><u>Making the Most of News for You</u> |



Reep, Arlington Public Schools, 1999



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